

Welcome!



Kelly Boswell
Conference With Courage



STUDENTS ARE STRUGGLING WITH WRITING

**“Poorly written applications
are likely to doom
candidates’ chances for
employment.”**

**National Commission on Writing
2005**

College Board National Commission on Writing

Whether it's an e-mail memo or a complex report, fully one-third of the U.S. workforce does not meet the minimum requirements of the jobs they currently hold.

Writing remediation costs
American businesses as
much as \$3.1 billion
annually.

TOP SIX WRITING PROBLEMS

- ♦ Accuracy
- ♦ Clarity
- ♦ Spelling
- ♦ Punctuation
- ♦ Grammar
- ♦ Conciseness

Writing is not a frill for the few, but an *essential skill* for the many.

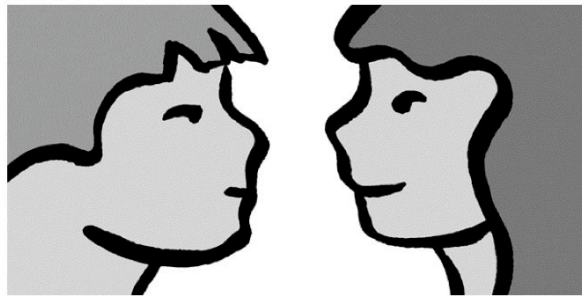
National Commission on Writing
2003

Why do Students Struggle with Writing?

- ♦ Think quietly for a moment: Why do YOU think students struggle with writing?
- ♦ Make a list

Now...

- ♦ Cross off the ones over which you have no control.
- ♦ Circle the ones over which you can exert some influence.
- ♦ Put a **STAR** next to the ones over which you have direct control.



Turn and Talk...

Find a partner and share your thinking.

4th grade writing sample

I have spent almost my hole life with my grandma but most of the time I spent with my mom. When I was in second grade my Grandma and I whent to Washington for her reunan and we saw my cosin Jessica and my other cosin Jackie. Then I remember going to Oklahoma and sstayed aat an RV then ww went to Texas to eat it was very hot!!

Then finally we went to Obeclin. We were there two weeks and it rained the whole time.

4th grade writing sample

My favorite place to be is my grandparents house. The reason it is my favorite place is because every morning you can hear the birds chirping gracefully and the snow glistening below the shining sun. Every afternoon you can hear the clock ticking the same old toon and the blinding sun shining in from the huge glass windows. Then the ornary old cat laying peacefully in the chair and grandpa waiting for lunch to come. Grandma in the kitchen working like she's never going to be done. Then the night aproches and the day is gone and the birds quit singing that silly old song and the snow stops glistening and the sun goes behind the mountain and doesn't shine through the big glass windows. Grandpa goes to bed glad that he's been fed. Then Grandma sits down glad that the day is done and the ornary old cat goes out the door. His hunting has begun. Everybody is asleep and ready for the new day to begin.

4th grade writing sample

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SEPTEMBER

4th grade writing sample

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JANUARY

Points to Ponder When Assessing Writers

Remember that Learning is a Process









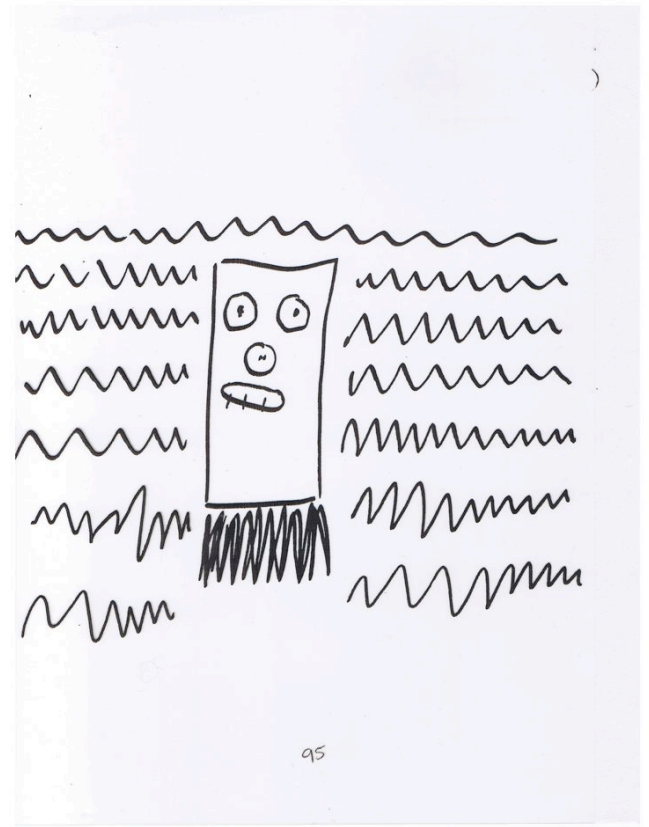
- Exposure
- Experience
- Encouragement

THE STAGES OF WRITING DEVELOPMENT



PREWRITING

F90ist
todd is
DANCIST
3 FLIND
ELISAD
BISLOAD



EMERGENT

1st



ILICXANMCDAD
CAGISBIDFLI
IWITTOLE
THEM

DEVELOPING

I've had the worst
day ever! Fund raises
are not Fun! lot
of people were
bragging about the
prizes! a lot of
people felt left
out! to mom and
Dad love



remember
to Breen us
Love letters
Brian on
Tuesday
mat tenth
nine
kind of
twelve

INDEPENDENT

I think everybody who can, should learn to ride a bike. A bike with two wheels that is. I got my chance in first grade. My dad, my sister and I went to a soccer field behind my school: Chapman. My dad boosted me on to my training wheelless bicycle. He held the back of my seat and ran with me for a few paces and let go. I was riding!! I was riding by myself on a two wheeler! But then I fell down. As I got up on my bike my said I should pedal when I ride. In the next half an hour I could stay balanced

pedaling. Then my dad told me to try and steer. I went ahead and steered right into the ground. The next few weeks were smothered in blood, scabs, bruises and band-aids. But at the end, triumph. I could ride a two wheeler.

The End



Provide Daily Sustained Time to Write and Confer



Writing requires a daily commitment.

-Regie Routman

Donald Graves

“If we don’t teach writing at least four days a week for at least forty-five minutes, we shouldn’t bother to teach it at all.”



National Writing Commission



Recommends that schools double the amount of time spent writing at every grade level.



Structure of Writer's Workshop

- ♦ MINI-LESSON
- ♦ INDEPENDENT WRITING TIME
- ♦ MID-WORKSHOP TEACHING POINT
- ♦ CONFERRING
- ♦ WHOLE-CLASS SHARE

Don't Underestimate the Power of Encouragement



Vicki Spandell in Creating Writers:



Gentle, gradual encouragement is among the most effective of all teaching strategies.



We have more or less abandoned this approach in much of our formal instruction, but most of us, if we think about it, instinctively know the power of a teacher who believes absolutely in our capability.

CONFERRING



- ✓ Short and Focused
- ✓ Student-oriented so that the writer does most of the talking
- ✓ An opportunity to work on *one* writer's problem, not the world of writing.

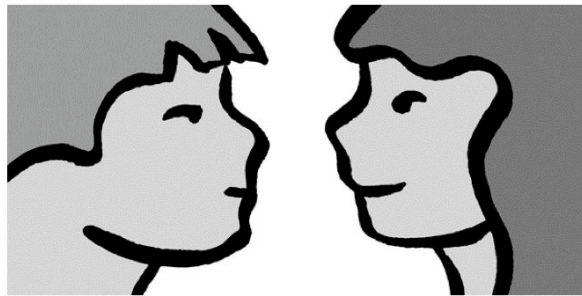
WHY HAVE A CONFERENCE?

- ♦ To celebrate
- ♦ To validate
- ♦ To encourage
- ♦ To nudge
- ♦ To teach
- ♦ To assess
- ♦ To set goals

Regie Routman

One of the best examples of good teaching I have ever encountered was with a golf professional. On my first lesson he said, "Here is a bucket of balls...hit 'em." A few minutes later, he wandered back and quietly said, "Keep hitting them, only this time keep your head down, eye on the ball." By the next bucket of balls, he had introduced one more skill for the day...no more. Before a few weeks were out, he had quietly attended to my feet, grip, shoulder level, and follow through. A few years later, I realized with a start that every single one of my problems was visible on the first lesson. If he had attended to all of them that first day, I would probably have missed the ball completely and resigned in disgust from every playing golf again.

Donald Graves Writing: Teachers and Children at Work



Turn and Talk...

Find a partner and share your thinking.

VIDEO CLIP

What do you notice
the teacher doing?

What do you notice
the students doing?



Teaching Tips for Conferring and Evaluating

Regie Routman

- ♦ Always focus first on what the writer has done well.
- ♦ For the first reading, don't look at the child's paper.
- ♦ Put your pen or pencil aside.
- ♦ Consider how much support the child will require.
- ♦ Watch your language of response.

CONFERENCE RECORD

Child's Name: _____			
Date	Research/ Compliment	Teaching Point	What is next?
	<i>What Strategies did I notice the child using independently?</i>	<i>What's the strategy I taught the child in today's conference?</i>	<i>What strategies could I teach the child in the future?</i>

CONFERENCE RECORD SHEET

I am working on...	I can...

I've Assessed... now
what??

Assessment is only useful if it
GUIDES instruction.



Name Corbin, Tiron
Quit !

I'm talking Stop !

I'm talking abandon

I'm talking leave,
retreat, say off!

I'm talking Skip,
cut, halt,
desist.

I'm talking quit !!!

Name Rachel & Monica
Hit !

I'm talking strike !

I'm talking blow !

I'm talking Smack,
whack, slug !

I'm talking Wallop,
Clobber, smash,
punch.

I'm talking Hit !!!

Trait- Sentence Fluency

Gary Paulsen

Amos took a stopwatch out of his pocket and studied it under the cold light of a full moon. He shook his head. "Too slow—that took thirty-seven seconds." He wheezed, fighting for breath. "We'll need to cut it down to thirty-five if we want to stay on schedule."

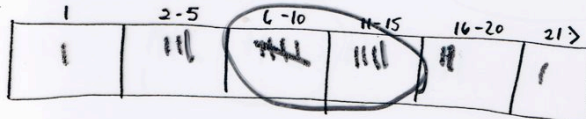
Dunc was blue, fading to red. "Amos, tell me again. Why are we doing this?" "It will take rehearsal runs to hit all the good candy houses tomorrow night."

"I'd settle for less 'candy and more breath. My throat feels like someone rubbed it down with oven cleaner."

"No pain, no gain." Amos looked at the watch again. "If I hadn't tripped over the Wintseses' garden hose, I think we would have made it." He rubbed his head. "What does it mean, that word Wintseses yelled at us?"

P. 2 Dunc's Halloween

of words in each sentence



List first words in each sentence. Add a tally mark if word is repeated

Finally
Amos
He

p. 9

"I'm not going!" said Arthur.

"Arthur, you'll love camp. Think of all the new friends you'll make," said his mother. "I have fond memories of my own camp days," said Arthur's father. "Camp will teach you about the great outdoors." "I'm not going." Arthur was at the camp bus stop the next morning. Buster was standing with a new kid. "He's got a hundred comic books in his foot locker," squealed Buster, pointing to the Brain. Francine was there too. "You guys better watch out! Tent 3 is full of bats and snakes!" she yelled out the window. "It's going to be just like school: the girls against the boys," thought Arthur. When the bus passed Camp Horsewater, even the girls stopped teasing. "Look at those guys," said Buster. "They're going to be in great shape for our scavenger hunt. No wonder they always win!" "That's no camp—that's a zoo," said Arthur. Things were different at Camp Meadowpark. Well, at least for the girls. "I'll do my best to make this a wonderful summer for you," said the girls' counselor, Becky.

Walk On!
A Guide for Babies of All Ages
by Marla Frazee

